## 006.67 Speech-Language Pathologist

006.67A Grade Levels: B-Grade 12

006.67B Endorsement Type: Field

006.67C Persons with this teaching endorsement may provide speech language pathology services to and consultative services for individuals from birth through age 21 or completion of their Individualized Education Program.

006.67D Certification Endorsement Requirements: This endorsement requires a minimum of a master's degree in speech-language pathology which includes at least 36 graduate semester hours in speech-language pathology and course work in related areas. Applicants must complete a minimum of 400 clock hours of clinical experiences and an internship, supervised by the standard institution, in school and clinic settings.

006.67E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.67F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR INCLUSION AS PART OF THE INSTITUTION’S PLAN UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution shall prepare prospective speech-language pathologists based on the Council for Clinical Certification (CFCC) of the American Speech-Language Hearing Association (ASHA) Standards (2008) to:

A. Demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics, and social/behavioral sciences;

B. Demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases;

C. Demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

1. Specific knowledge must be demonstrated in the following areas:

a. speech sound disorders (articulation and phonology);

b. fluency;

c. voice and resonance, including respiration and phonation;

d. receptive and expressive language (prelinguistic, paralinguistic, phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities;

e. hearing, including the impact on speech and language;

f. swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction);

g. cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning);

h. social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities); and

i. communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies).

D. Demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for students with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders;

E. Complete a program of study that includes supervised school and clinical experiences sufficient in breadth and depth to achieve the following skills outcomes (in addition to clinical experiences, skills may be demonstrated through successful performance on academic course work and examinations, independent projects, or other appropriate alternative methods):

1. Evaluation

a. Conduct screening and prevention procedures (including prevention activities);

b. Collect case history information and integrate information from students, families, caregivers, teachers, relevant others, and other professionals;

c. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures;

d. Adapt evaluation procedures to meet student needs;

e. Interpret, integrate, and synthesize all information to assist in the eligibility and make appropriate recommendations for intervention;

f. Complete administrative and reporting functions necessary to support evaluation; and

g. Refer students for appropriate services

2. Intervention

a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet student needs by collaborating with students and relevant others in the planning process;

b. Implement intervention plans by involving students and relevant others in the intervention process;

c. Select or develop and use appropriate materials and instruments for prevention and intervention;

d. Measure and evaluate students’ performance and progress;

e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of students;

f. Complete administrative and reporting functions necessary to support intervention; and

g. Identify and refer students for services as appropriate.

3. Interaction and Personal Qualities

a. Communicate effectively recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the student, family, caregivers, and relevant others;

b. Collaborate with other professionals in case management;

c. Provide counseling regarding communication and swallowing disorders to students, families, caregivers, and relevant others; and

d. Adhere to the ASHA Code of Ethics and behave professionally.

F. Demonstrate knowledge of processes used in research and the integration of research principles into evidence-based practice;

G. Demonstrate knowledge of contemporary professional issues and advocacy

including the provision of services in educational and clinical settings;

H. Demonstrate skill in oral, written, and other forms of communication sufficient

for entry into professional practice;

I. Demonstrate knowledge of and experience with individuals from culturally/

linguistically diverse backgrounds; and

J. Complete a minimum of 400 clock hours of supervised school and clinical experience in the practice of speech-language pathology, including 25 hours in clinical observation and 375 hours in direct client contact, of which 325 clock hours occur during graduate study.